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ABSTRACT

This book introduces adult educators and trainers to the principles and techniques of learner evaluation in the various contexts of adult education. The following are among the topics discussed: (1) the purposes of evaluation (the importance of authentic evaluation; principles of evaluation; traps in evaluation); (2) evaluating one's philosophy (the dilemma of evaluating other adults; the evaluative context); (3) planning for evaluation (approaches to evaluation; validity and reliability; alleviating anxiety); (4) developing criteria for evaluation (criterion, normative, and self-referenced evaluation; indicators of criteria); (5) choosing a strategy (multiple evaluation methods; management and recordkeeping); (6) evaluating technical skills (operations involved in learning new skills; context and transfer in skill learning); (7) evaluating performance (defining objectives for competency); (8) evaluating growth in conceptual knowledge; (9) evaluating levels of conceptual growth; (10) evaluating relational skills; (11) approaching dynamic assessment; (12) helping learners evaluate themselves; (13) integrating ongoing evaluation into the learning process (focusing learners on assessment; opening, mid-process, and follow-up evaluation activities); (14) evaluating for grades (the meaning of grades to instructors and educational institutions; alternative methods of deriving grades); and (15) evaluating one's practice (expanding self-evaluation and growth; evaluating learner satisfaction). Sixty-two sample rating scales and

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evaluation activities and 12 toolboxes are included. The bibliography contains 39 references. (MN)

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